

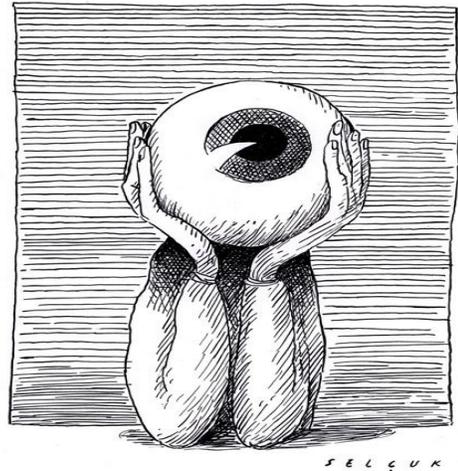
# PSY 710 Drug Abuse Counseling Fall 2019 Chaminade University

Tuesdays, 5:30 – 9:40 PM  
Henry 209/210

**Instructor: Ken Burtness**

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**Phone: 808-638-7497 (Primary)  
808-230-6069 (cell – Secondary)**



## Class Texts

- 1) **SUBSTANCE ABUSE COUNSELING:**  
by Lewis et al. (5th Ed. 2011)  
ISBN-13: 978-1-285-45437-5 Publisher: Cengage
- 2) **UPPERS, DOWNERS, ALL AROUNDERS**  
by Inaba et al. (8th Ed. 2014) (Paperback)  
ISBN 978-0-926544-39-7 Publisher: CNS Publications
- 3) **THE DRUG ABUSE CASEBOOK-2019**  
by Ken Burtness (provided at the first class at cost)

## Catalog Course Description

This course is designed to increase the student's understanding of drug abuse assessment and counseling. The course emphasizes the goals, strategies and skills needed to be effective.

## Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program marriage and family counseling emphasis student learning outcomes of knowledge and skills for the practice of marriage and family counseling. This course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations. This course develops and assesses the skills and competencies for the MSCP program community counseling emphasis student learning outcomes of 1) knowledge and skills for the practice of community counseling and 2) contextual dimensions: community counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

## Course Description

This course examines one of the most pressing social problems of our times, Drug Abuse and Addiction. The majority of the class will be spent counseling role-playing drug abuse clients in order that students can put into practice the concepts and techniques they are learning. Emphasis will be placed on: 1) The impact of drugs on the individual, their families, and those they come in contact with; 2) The triggers that set drug abusing behavior off; 3) Client resources that can

prevent these triggers from firing; and 4) Behavioral and Life Style Changes that will help the drug abuser/addict move from a life dominated by abuse/addiction to a clean and sober life.

***It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.***

### **Student Learning Outcomes**

Student will demonstrate an understanding of how to

1. objectively examine all approaches to the problem of drug abuse.
2. integrate the practical and caring side of drug abuse.
3. examine cultural influences and how they interact with drug abuse.
4. see how drug abuse affects family systems and behavioral patterns.
5. counsel the “drug family” as well as the drug abuser.
6. change or eliminate dysfunctional family patterns.
7. redirect “enabling” behaviors into support for the drug abuser.
8. understand the ethical issues relative to drug abuse counseling.
9. use methodology and statistics to find answers to drug abuse and to measure their success.
10. integrate the scientific method and research into drug abuse counseling.

### ***SPECIFICALLY, EACH STUDENT WILL:***

- 1) Be prepared to discuss the night’s readings and take a quiz on the material  
Be prepared to discuss any of the cases in the casebook.
- 2) Prepare a **Therapeutic Plan** for the case to be counseled that night, a hard copy is due at the end of the class.
- 3) Write **Case Notes** for the case you prepared a plan for, due the week after the client is counseled.
- 4) Bring either a smart phone capable of filming a counseling session, or a new DVD-R (the small one) to the session you will be counseling. Review this video made of **your** counseling session and write an **Additional Report** on your observations, due the week after you counsel your client along with your case notes and the night’s plan (3 papers total).
- 5) When you are to role play the client, complete the **Client Preparation** paper (in the first person) **instead** of a therapeutic plan. The following week turn in a **Client Feedback** paper (in the first person) **instead** of case notes; **provide a copy to your counselor.**
- 6) Attend **three** Narcotics Anonymous Meetings and write a report on your observations for each meeting.
- 7) Save all your handouts, attachments and compile them in a binder along with **two** table of contents (**one loose**).

8) Each student will be given a class code name. This is to ensure the student's anonymity in their weekly feedback from the instructor. All students must be able to open feedback documents in **Microsoft Word, Excel and Power Point**. This code name is a passive code name **only**. It is not to be used on any papers or assignments turned in, including the exam! Anti-Virus soft-ware is strongly recommended. During class please turn off all cell phones or put them on stun.

## **Assessment**

**7 Quizzes** => 30 points: 5 points each. Student's low score quiz will be dropped.

**Counseling** => 20 points: minus 10 points for an uncovered no-show when counselor. Minus 5 points for an uncovered no-show when client.

**3 NA Meetings** => 10 points (3 1/3 each). Provide a hard copy for everyone in class including the instructor. Also provide a digital copy to instructor. Minus one point for every week late.

**1 Take-home Exam, Due on the seventh class** => 20 points. Minus one point for every week late.

**16 Weekly Reports** => 16 points (one point for each report): no penalty for one week late, half-point penalty for over one week late but before two weeks late, one point penalty for over 2 weeks late.

**1 Resource/Attachment Book, Due on the ninth class** => 4 points.  
Minimum of 10 resources/attachments.

**Total** 100 points

**Grading** A = 90+ B = 80-89

## **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside

of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

**Attendance** If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy)

### **Students with Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

### **Academic Honesty**

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

### **TITLE IX**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

### **Marianist Educational Values**

*Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:*

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and

acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

*Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton*

Each of these characteristics is integrated, to varying degrees, in this course.

## Tentative Course Schedule

Class	Date	Topic	Readings (CB=Casebook)
1.	08 Oct 19	Intro: Requirements & Responsibilities Drug Addiction: What we're up against.	
2	15 Oct 19 <b>Quiz One</b>	Counseling the Drug Abuser	Lewis: Chap 1, <b><u>Inaba: Chap 9</u></b> CB: Intro&1 Steps 1-6 first 4 Cases
3	22 Oct 19 <b>Quiz Two</b>	Putting Drugs into Perspective <b>1<sup>st</sup> NA Meeting Due</b>	Lewis: Chap 2, Inaba: Chap 1 CB: Chap 2&3, All Steps, All Cases
4	29 Oct 19 <b>Quiz Three</b>	Do I want to stop getting high?	Lewis: Chap 3, Inaba: Chap 2 CB Chap 4&5, All Steps, All Cases
5	05 Nov 19 <b>Quiz Four</b>	Getting and staying on the Right Track <b>2<sup>nd</sup> NA Meeting Due</b>	Lewis: Chap 4, Inaba: Chap 3 CB: Chap 6&7, All Steps, All Cases
6	12 Nov 19 <b>Quiz Five</b>	Beyond Talk → Changing Behavior, Changing Feelings	Lewis: Chap 5 (6) Inaba: Chap 4 (5) CB: Chap 8&9, All Steps, All Cases
7	19 Nov 19 <b>Quiz Six</b>	Trouble Shooting and Preventing Relapse <b>EXAM DUE</b>	Lewis: Chap 7 Inaba: Chap 6 CB: Chap 10&11, All Steps, All Cases
8	26 Nov 19 <b>Quiz Seven</b>	Working with Families Individuals / Relationships <b>3<sup>rd</sup> NA Meeting Due</b>	Lewis: Chap 8 Inaba: Chap 7 (8) CB: Chap 12 & Epilogue, All Steps, All Cases
9	03 Dec 19	Getting better, Reaching more <b>Drop dead turn-in date</b>	Lewis: Chap 9 (10) Inaba: Chap 10 CB: All Steps, All Cases
10	10 Dec 19	Where do we go from here? Course wrap-up	CB: All Steps, All Cases  ( ) = optional reading